

Missouri Department of Elementary and Secondary Education

Safe Schools Grant Program FY07 Administrative Manual



"Making a Positive Difference Through Education and Service"
Dr. D. Kent King, Commissioner

March 2006

Missouri Department of Elementary and Secondary Education

FY07 Safe Schools Grant Program Administrative Manual

Instructional Technology

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The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4581.

Safe Schools Grant Program: FY07 Administrative Manual

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PROGRAM OVERVIEW

Safe Schools grants are available for the purpose of establishing and implementing educational services to address the needs of students with violent, abusive, and/or chronically disruptive behavior. First-year grant funds will be provided through a competitive grant process. Continuation grants are also available for projects funded under the Safe Schools grant program in the immediately preceding year(s).

Proposed projects should focus on intervention services, to be approvable for FY07 funding. Typically, an intervention project provides pull-out services (such as an alternative or management school) that promote academic and behavioral skills and strive to return students to regular classrooms when and where appropriate. In FY07, projects that primarily focus on prevention activities will not be considered.

Programs should demonstrate a need for Safe Schools education services and stress:

- Rigorous instruction in core academic disciplines that incorporates the Show-Me Standards;
- Activities designed to enable students to better perform in the regular classroom and to transition students back to the regular classroom when merited by their performance;
- A student-centered approach whereby activities are designed to meet the particular needs of individual students and address an area of need identified in the local school improvement plan;
- Frequent parental involvement through parent/family counseling, parent training workshops, open houses, parent conferences, in-home visits, telephone calls, and newsletters;
- Collaboration with existing community-based service providers; and
- Collaboration with the Departments of Public Safety, Social Services, and Mental Health or other programs designed to address student needs beyond those traditionally addressed by schools.

School districts may submit a joint application and are encouraged to pursue partnerships or regional consortia approaches where warranted.

PROGRAM GUIDELINES

Funding

The General Assembly makes an annual appropriation for the Safe Schools grant program. The Department advises districts of the estimated appropriation and the purposes for which grants may be awarded.

Funding Period

The fiscal year is July 1 through June 30. The funding period for competitive grants begins the date the grant is approved by the Department but not earlier than July 1.

The program awards continuation grants for up to an additional two years. Projects are funded for one year at a time. **Year 1** grants are competitive. Funding for **Year 2** and **Year 3** is non-competitive and available if adequate progress is shown.

Applications are required for each year of the grant. Funds must be expended during the approved fiscal year and may not be expended or obligated prior to approval. There are no carryover provisions for unexpended funds.

Types of Grants

There are two types of grants: **Year 1** and **Continuation (Year 2 and Year 3)**.

Applications may be submitted by a single **District**, a two-district **Partnership**, or **Consortium** of three or more districts.

All applications must propose implementation of **intervention educational projects** to be considered responsive and approvable, according to program rules established for FY07.

Distribution of Grant Funds

Funding is distributed statewide. Priority is first given to continuation grants. Remaining funds, if any, are made available for first-year grants. Year 1 applications are competitive in nature. Continuation funding is not competitive; however, funding is contingent on successful implementation of activities in previously funded years.

Grant Awards

The size of grant awards is based on the number of districts participating in the project and the grant year. Year 1 grant requests may not exceed \$100,000 in state funds for a district application, \$200,000 for a partnership of two districts, or \$300,000 for a consortium application involving three or more districts. Year 2 and Year 3 continuation grants assume more district funding support and less state funding. (See district match section.)

District Match

All Safe School grants require a local match, with the percentage rate requirement escalating each year. Year 1 grants have a 30 percent match requirement, Year 2 grants have a 50 percent match requirement, and Year 3 grants have a 70 percent match requirement. Matching funds may come from local or other state and a federal funding; however, in-kind donations may not be used to meet the match requirement.

Eligible Applicants

Any Missouri public school district, or group of school districts, may apply for a Safe Schools grant, with the following caveats: no district may be included in more than one application, the proposed project must provide intervention services, and the proposed budget cannot exceed the established grant maximum.

APPLICATION PROCEDURES

Application Deadline

Applications are due April 15. An application with **original** signatures must be submitted along with **two copies** of the application. Applications must be postmarked no later than April 15 or, if hand-delivered, received in the Instructional Technology section office by 4:00 PM on April 15. [Note: Since April 15, 2006 is a Saturday, applications submitted by mail must be postmarked no later than April 15 and hand-delivered applications must be submitted (8th floor of the Jefferson Office Building, Jefferson City) by no later than 4:00 PM on Monday, April 17.]

Application Contact Person

The application requires designation of a project contact person. This person should be a member of the planning team and be familiar with the proposed project. The contact person must be able to make decisions about the project, whether a single district or consortium project.

Application Components

The application consists of forms provided by the Department and a project narrative to be created by the applicant using a word processing program. The application is to be constructed in the following order:

- Application for State Assistance under the Safe Schools Grant Program form
 - Cover page form with signed assurances
- Project Narrative
 - Assessment of project need
 - Student identification and selection criteria
 - Summary of project design
 - Collaborative efforts
 - Evaluation plan
 - Budget explanation
- Proposed Budget Information
 - Form to be completed for each year of the proposed project

First-Year Grant Applications

Districts applying for first-year Safe Schools educational services grants must submit an original and two copies of an application that contains the following information.

Cover page and project narrative: (NOTE: See appendix on tips for writing the narrative sections.)

- I. Application (cover form provided)
 - District information: Enter applicant district name, address, and county/district code, and enter contact person name, telephone numbers and email address.
 - Grant information: Check appropriate boxes related to project and grant types (application year and applicant type). List other district(s) involved if applicant type is partnership or consortium, and provide corresponding county/district codes.
 - Project information: Enter grant request and project total amounts, enter number of students to be served, and check appropriate grade level(s).
 - Title IX and Project Assurances: Read assurance statements, affix signature of a representative authorized by the board to submit the application and agree to project assurances, and the date board approved the application and its proposed project.

II. Assessment of project need (applicant narrative)

- Provide local evidence and demographic data showing a need for the project in the applicant district(s), detailing incident rates of violence, numbers of suspensions and expulsions, truancy rates, discipline referrals, lack of community-based support personnel or facilities, and such.
- Provide evidence of the previous prevention and/or intervention activities. If appropriate, describe previous Safe Schools grant or other special programs and the need for expansion or additional services.

III. Student identification and selection criteria (applicant narrative)

- Describe written policies under which students will be identified and assigned to a Safe Schools intervention project. Describe ways to ensure identification is based on documented patterns of behavior rather than a single occurrence and stress services for students who are violent, abusive, or chronically disruptive. Describe the identification of students for specialized prevention services.

IV. Summary of project design (applicant narrative)

- Describe the plan to be used in carrying out the purposes of the project, including a summary of the services to be provided and the targeted audience.
- Describe the specific services to be implemented, illustrating how the project is comprehensive, student-centered, incorporates the Show-Me Standards, and collaborates with other service providers, and describe how and when students transition back to regular school classrooms and the type of ongoing support available to students/staff.
- Describe the proposed curriculum, schedule of classes, proposed personnel and their certification, and other information detailing the intervention plan.
- Discuss the specific services that will be implemented or expanded to involve/serve parents.
- Address the long-term sustainability of the project beyond grant funding.

V. Collaborative efforts (applicant narrative)

- Describe the policies or procedures to assure everyone is working together for the benefit of the students; describe community/business involvement or coordination with other agencies, such as the Division of Family Services, Department of Public Safety, or other projects designed to address student needs beyond those traditionally addressed by schools should be included.
- Describe past and current efforts to build community relations and support.

VI. Evaluation plan (applicant narrative)

- Describe the overall evaluation plan and the data that will be examined to determine project effectiveness.
- Detail short-term (Year 1) and long-term (Year 2 and Year 3) objectives or benchmarks established by the project that provide measurable statistics, such as number of students served, number students returned to regular classrooms and/or graduated; reduction in incidences of violence/discipline referrals; and increased attendance, higher student achievement, or positive change in pro-social skills.
- Provide a minimum of three objectives (or benchmarks) expected to be reached in the first year of the project and the methods to evaluate them. Objectives must be measurable, include a timeline for completion, and indicate a change from beginning to end of school year.

VII. Budget explanation (applicant narrative)

- Detail personnel and other reasonable expenses that relate to project needs and activities. Include funds available from state grant and district match. Address all years of proposed funding. (For example, Year 1 applicants should estimate costs for each of the three years the project could receive Safe Schools funding; Year 2 applicants should estimate costs for years 2 and 3; and, Year 3 applicants should estimate costs for the final year of grant funding.) NOTE: Salaries of currently employed personnel may not be supplanted with grant funds.

Budget grid form

A. Project information

- Enter project contact information and check appropriate grant categories.

B. Project financial data

- Transfer amounts from the budget explanation to the grid, entering proposed budget expenditures by expense code and Missouri School Improvement Program (MSIP) standard. Include both state grant and appropriate matching funds. (Year 1 grants require a 30 percent match.) Submit a form for each year of proposed funding (see budget explanation section).

Continuation Grant Applications

Districts, partnerships, and consortia submitting applications for Safe Schools educational services continuation grants must include the following information in the sequence listed. Please limit the narrative to five pages, excluding provided forms. Continuation grant applicants use the same application and budget forms as first-year applicants. (See appendix on tips for writing the narrative sections, particularly Year 1 narratives.)

Cover page (form provided)

- Enter district, grant, and project information: list school district name, address, county/district code, contact person, telephone numbers; check appropriate project, grant, and applicant types and list districts involved in a partnership or consortium grant; and, affix the board-authorized signature and enter the board approval date.

Narrative – Assurances and modification plan (applicant narrative)

- Summarize implementation activities and outcomes of the previous year. Iterate the previous year's objectives (or benchmarks) and their outcomes. Explain any proposed project modifications that will be made during the upcoming year as a result of project evaluation.
- Describe proposed activities for the coming year, including student selection and transition criteria for students served in pull-out intervention projects and parental and community involvement projects. Detail proposed objectives and remaining evaluation activities that provide information on reduction in incidences of violence, increased attendance, higher achievement, and other indicators of project effectiveness.

Budget explanation (applicant narrative)

- Detail personnel and other expenses, related to project needs/activities, including funds available from state grant and district match. Address all remaining years of proposed funding. (For example, Year 2 applicants should estimate costs for years 2 and 3, and Year 3 applicants should estimate costs for the final year of grant funding.)

Budget grid form (form provided)

- Transfer amounts from the budget explanation to the grid, entering proposed budget expenditures by expense code and Missouri School Improvement Program (MSIP) standard. Include both state grant and appropriate matching funds. (Second-year

continuation grants require a 50 percent, or dollar-for-dollar, district match and third-year continuation grants require a 75 percent district match.) Submit a form for each year of proposed funding.

Allowable Costs

Only costs necessary for implementing the project will be approved. Costs will vary depending on the size of the application district(s) and the scope of the proposed project. Typical costs include salaries and benefits (e.g., for a project coordinator, or alternative school administrator, teachers, other personnel); staff professional development (e.g., training fees and related travel costs); and materials, supplies, and equipment (e.g., curricular materials, software, and technology) related to project needs and proposed activities.

Unallowable Costs

Budgets should not include unallowable expenses such as resource officers, major renovations (in excess of 10% of the total project dollars), security equipment, textbooks, and food. The cost of transporting students to participate in planned activities is allowable; however, the miles traveled must be reported as ineligible non-route miles on applications for state transportation aid.

Formatting the Narrative

The narrative sections should be developed on a word processor following the approved format. Narratives must:

- be single spaced with black (or dark blue) print and printed on 8 1/2 x 11 white paper
- use Arial 11 or Times New Roman 12 font
- have left and right margins of no less than one inch and top and bottom margins of no less than one-half inch
- begin each section with appropriate narrative header
- include a page footer detailing applicant name and application page number (e.g., Maple Brook R-IV, page 8). Note: the first narrative page is page 2, as the Cover is page 1.
- be stapled in the upper left corner (no cover or bindings)

Assurances and Submission Process

To submit a grant application, a representative authorized by the local school board (of an applicant district or a district applying as fiscal agent of a consortium application) must agree to program assurances. The submission of the grant assures the Department that the board-authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to the Department the amount of any funds made available to the applicant, which may be determined by the Department or an auditor representing the Department, to have been misspent or otherwise misapplied.

Application Review and Approval Process

APPLICATION REVIEW AND APPROVAL PROCESS

Year 1 Safe Schools grant applications (from a single district, partnership, or consortium of districts) are funded based on their scores and budget requests and the amount of program funds available for Year 1 grants. Year 2 and Year 3 grant applications, that address costs needed to continue support of approved projects, are not competitive. All Safe Schools grant applications are due in April. Funding decisions are made and announced in Ma. Grant negotiations occur in May and June so grant recipients can receive final approval and projects can commence on July 1. **All funding decisions are contingent upon the Department's receiving the program allocation.**

The Department notifies applicants of their Safe Schools grant approval status, typically by the end of May. Year 2 and Year 3 applications are reviewed in April and May by Department staff. Upon final approval of these budgets, the Department determines the remaining amount, available for Year 1 grants.

Competitive Year 1 grant applications are reviewed in May and are evaluated based on the merit of the application narratives. A panel of readers reviews each application and scores the application using the designated criteria (see below). Grant applications are rank ordered by score and approved based on the funding available for Year 1 grants. The Department notifies Year 1 applicants of their funding status by the end of May or early June.

Applications noted as "tentatively approved" receive final approval upon successful negotiation of the grant. Conducted in June, the negotiation process examines budget details, objectives, and planned activities to ensure all necessary components are covered. The final approved grant amount is determined during the negotiation.

Review Criteria

Year 1 grant applications are evaluated using the following criteria. A total of 100 points is possible.

YEAR 1 SAFE SCHOOLS GRANT APPLICATION EVALUATION CRITERIA

Assessment of Project Need (1-20 points)

- The project needs addressing violent, abusive or chronically disruptive students are well documented with current local, school, and community-related data.

Student Selection Criteria (1-10 points)

- The planned method for identifying and selecting students is a consistent and comprehensive means for serving violent, abusive or chronically disruptive students in the project.

Summary of Project Design (1-20 points)

- The project design is a well-planned, viable project that builds onto or expands existing services.
- The project design is a comprehensive and appropriate way to address the established student/parent/school/community needs.

Collaborative Efforts (1-10 points)

- The project has a comprehensive plan for community involvement and coordination with other projects designed to address student needs.

Evaluation Plan (1-20 points)

- The evaluation plan uses appropriate assessment measures that will provide objective data about the success of the project.
- The evaluation plan describes objectives that measure anticipated changes in student behavior.

Budget Explanation (1-10 points)

- The budgeted items, salaries or services directly relate to the needs, proposed project and target population.
- The proposed project is based on a desire for instructional improvement rather than an “opportunistic” approach to securing materials, equipment or personnel.

Overall Plan (1-10 points)

- The proposed project is likely to result in educational improvement in the classroom, school or district.
- The proposed project is likely to change student behaviors so students can function in the regular classroom or graduate from an alternative school.

GRANT MANAGEMENT

Authorized Representative

For the purpose of the Safe School grant program, the authorized representative is a district employee (of the district applying or the district serving as fiscal agent of a consortium), typically the superintendent or a central office administrator, approved by the board to sign fiscal assurances and submit grant applications. The authorized representative of the district must agree to all assurances prior to the submission of the application.

Revenue Code and Payment Schedule

The revenue code for Safe Schools grants is **5358**. Grant recipients receive payments via the **Payment Request form** (see appendix). The form may be submitted monthly to request payment for anticipated expenses; however, reimbursement is the preferred payment method. A district may only request up to seventy-five percent of the approved amount prior to submitting the final expenditure report for approval.

Core Data Reporting

Teachers, paraprofessionals, counselors, or other personnel funded through the Safe School educational services grant should be reported using program code 11 on the Core Data reporting system.

Expenditures

Obligations for Salaries (6100), Employee Benefits (6200), and Purchased Services (6300) are incurred when the services are formally agreed to or contracted, no later than May 1. These obligations may be accurately projected and paid through June 30. Obligations for Materials and Supplies (6400) and Capital Outlay (6500) are incurred when a purchase order is signed/issued and must be incurred by March 31 and paid by June 30. Any funds not properly obligated must be refunded to the Department.

Non-Supplant

Each program has allowable and unallowable costs. Grant funds may not supplant programs, services, or expenditures that are already a function of the district. Capital projects such as remodeling and/or indirect costs are unallowable. Consult specific program guidelines.

Inventory Control

Capital outlay costing \$1,000 or more per unit is subject to inventory management and control. Inventory must be current and available for review and audit. Adequate safeguards must be in effect to protect the property. Any loss, damage, or theft must be investigated and fully documented. The district is responsible for replacing or repairing the property. Adequate maintenance procedures must be implemented. A physical inventory of items must be taken and results reconciled with the inventory records at least once every two years. Project equipment and materials are vested in the district upon receipt and approval of the project Final Expenditure Report (FER).

The following information must be included on the inventory:

- date of inventory
- description of property, including manufacturer's model number
- manufacturer's serial number or other identification number
- identification of the funding source

- acquisition date
- place of purchase (company name)
- present location
- condition of the property
- unit cost
- all pertinent information on the ultimate transfer, replacement, or disposition of the equipment

Audits

Each district receiving a grant must keep records according to generally accepted accounting principles and provide any information necessary for fiscal and program auditing. All records and supporting documents must be retained in accordance with current state and federal laws and regulations. Districts must provide the Department, as part of its statutory independent audit or other independent audit, a report of the results of the audit performed in accordance with the Department's general policy on audits.

Monitoring

During the year, Department staff will visit some of the projects in conjunction with the Missouri School Improvement Program (MSIP) reviews. Other visits may occur as time permits or when problems are encountered in the operation of a project.

Amendments

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary because of price changes, product changes, or unexpected opportunity. Amendments to the approved budget may be made in two ways.

Self-amendment

An expenditure variation of 10 percent or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10 percent of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.

Budget Amendment Request (BAR)

Submission of the BAR form (see appendix) is required to allocate money to an expense code in excess of the accepted 10 percent variance or to an expense code that had no approved funds. The BAR **must** be completed as described below and mailed or faxed to the Department for approval, after which time the district may execute the change(s).

District Information

- Enter district name and county-district code and contact person information.

Project Information

- Check appropriate boxes for grant year and applicant type.

Amendment Financial Data

- Enter amended project budget data in the white cells (columns labeled 6100-6500).
 - All figures should be rounded to the nearest whole dollar.
 - Include all sources of project funding as appropriate.

School Comments

- Describe the reason(s) for the amendment request

Time and Effort Reports

Time and effort reports must be maintained locally for personnel receiving extra salaries or stipends supported with grant funds. (See appendix for examples.) These reports, which are not required to be submitted, should be available to the Department upon request. For personnel attending workshops, the reports should reflect the date, the names of people attending, the topic and the hours of the workshop. For additional salaries and stipends, the report should reflect the date, type of work, and the length of time and actual hours worked, and should be signed by the person performing the extra duties. Both reports must be signed and approved by an authorized representative of the district. Note: Performance of service for additional salary or stipends must occur before or after the contracted hours for the school district (e.g., after all teachers are released for the day/school year, before the time teachers are required to begin the day/school year, or during scheduled vacations).

Final Expenditure Report (FER)

The FER form (see appendix) must be submitted (complete as described below) before final payment is made to the district. The FER must be received in the department no later than May 15. Submit to the Department via mail or fax.

District Information

- Enter district name and county-district code and contact person information.

Project Information

- Check appropriate boxes for grant year and applicant type.

Final Budget

- Enter program expenditures by budget category (columns labeled 6100-6500).
 - All figures should be rounded to the nearest whole dollar.
 - Include all sources of project funding as appropriate.

Request for Final Payment

- Enter total amount of funds expended, subtract amount received to-date, and enter amount due the district (or Department, if appropriate)

Signature

- Provide authorize representative's signature and date of signature

Comments

- Provide comments as necessary or appropriate.

Required Refund

If the Department, based on its own findings or those of an independent auditor, determines an applicant has misspent, misapplied, or otherwise used funds from a program in violation of any applicable regulation or statutory provision, the applicant must refund to the Department the amount determined to have been improperly expended. If the applicant does not refund the money within a reasonable time after requested to do so, the Department will withhold payments due the applicant under that program and may adjust payments due the applicant under other programs administered by the Department.

Districts will not be allowed to carry over any approved funds not expended during the fiscal year. If payments from the state to the district exceed the total expenditures, a refund must be made.

Program Evaluation Narrative (PEN)

This report (see appendix for form) contains information about the project's degree of success in meeting its goals and objectives as well as general information about the implementation of the project. PEN information is to be completed and submitted to the Department by June 15.

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480
SAFE SCHOOLS GRANT PROGRAM – APPLICATION

DUE APRIL 15

For Department Use

DATE PROJECT APPROVED	AMOUNT APPROVED \$	SIGNATURE
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District Information

NAME OF SCHOOL DISTRICT		COUNTY-DISTRICT CODE	
NAME AND TITLE OF CONTACT PERSON	WORK PHONE	PAGER / CELL NUMBER	
EMAIL ADDRESS	SUMMER PHONE	FAX NUMBER	

Grant Information

[illegible]

Project Information

AMOUNT REQUESTED \$	PROJECT TOTAL \$	NUMBER STUDENTS SERVED
GRADE LEVEL(S) SERVED (CHECK ALL THAT APPLY)		
<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other (describe)		

Project Narrative Information and Proposed Budget Information

Attach application narrative. Attach a Proposed Budget Information form for each year of the proposed project. (See manual for further direction.)

DESE Title IX Assurances

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to DESE programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5th floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-751-4581.

Participant Project Assurances

The School District (and any participating district) hereby assures the Department of Elementary and Secondary Education (DESE) that it will:

- assign one administrator as project manager to facilitate project implementation,
- keep such records, and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and it will provide DESE any information it may need to carry out its responsibilities under the Safe Schools Grant Program,
- comply with all provisions of the Safe Schools Grant Program and its implementing regulations and administrative rules, and
- receive and expend funds in a manner consistent with the intent of the approved application.

The district certifies to the best of its knowledge and belief that its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transaction by any Federal department or agency. The governing board, through its authorized representative, fully understands the Assurances and the responsibility for compliance placed upon local education agencies (LEAs) by the Assurances. The LEA will refund directly to DESE, or hereby authorizes DESE to withhold from the LEA's payments under the State Foundation program, the amount of any funds made available to the LEA which may be determined by DESE or an auditor representing DESE to have been misspent or otherwise misapplied.

Signature

SIGNATURE OF AUTHORIZED REPRESENTATIVE	PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	DATE
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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

SAFE SCHOOLS GRANT PROGRAM – PROPOSED BUDGET INFORMATION

District Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE
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Project Information

GRANT TYPE – YEAR (CHECK ONE) <input type="checkbox"/> Year 1 Application (30% Match) <input type="checkbox"/> Year 2 Application (50% Match) <input type="checkbox"/> Year 3 Application (70% Match)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE) <input type="checkbox"/> Single District <input type="checkbox"/> Two-District Partnership <input type="checkbox"/> Consortium
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Project Financial Data

BUDGET YEAR (CHECK ONE) ☐ Year 1 Budget Proposal ☐ Year 2 Budget Proposal ☐ Year 3 Budget Proposal

	STATE FUNDS REQUEST					MATCH	TOTAL
	A	B	C	D	E	F	G
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Matching Funds	(A+B+C+ D+E+F)
Curriculum							
Instruction							
Differentiated Instruction							
Instructional Climate							
Library Media							
Guidance and Counseling							
Professional Development **							
Governance and Administration							
Facilities and Safety							
Support Services							
Sub-Total							

District Funds							
----------------	--	--	--	--	--	--	--

****Column F Total should be equal to District Row Total****

TOTALS							PROJECT TOTAL \$
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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FINANCIAL MANAGEMENT
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

SAFE SCHOOLS GRANT PROGRAM – PAYMENT REQUEST

DISTRICT NAME		COUNTY-DISTRICT CODE	
DIRECTIONS This form may be submitted monthly to request payment for anticipated expenses. The signed request form must be in our office by the last day of the month, preceding the month in which your district expects payment. Reimbursement is the preferred payment method. The district should not request funds of what they can spend before the next payment. Any interest drawn on federal funds will have to be paid back to the U.S. Department of Education. The district may request up to seventy-five percent of the approved amount until the final expenditure report is submitted and approved. Mail OR fax (573) 526-6698 the completed form to: Financial Management, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480; Ph: (573) 751-4420 For program-related questions, contact Instructional Technology: Ph: (573) 751-8247; Fax: (573) 522-1134; E-mail: instrtech@dese.mo.gov.			
BUDGET CATEGORIES	Actual Expenditures (as of date of this request)	Estimated Expenditures (projected for one additional month)	Total Expenditures (Actual Expenditures plus Estimated)
6100: SALARIES			0.00
6200: EMPLOYEE BENEFITS			0.00
6300: PURCHASED SERVICES			0.00
6400: MATERIALS/SUPPLIES			0.00
SUBTOTAL	0.00	0.00	0.00
6500: CAPITAL OUTLAY			0.00
TOTALS	0.00	0.00	0.00
	AMOUNT RECEIVED TO DATE		
	AMOUNT REQUESTED (Total expenditures – Amount Received to Date)		
	The district may request up to seventy-five percent of the approved amount until the final expenditure report is submitted and approved. Please check below if this is your Final Expenditure Report. <input type="checkbox"/> FINAL EXPENDITURE REPORT		
I, the undersigned, as official representative designated by the Board of Education, certify the LEA to be in compliance with the assurances signed in the application(s).			
SIGNATURE OF AUTHORIZED LEA REPRESENTATIVE		DATE	



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY

P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

SAFE SCHOOLS GRANT PROGRAM – BUDGET AMENDMENT REQUEST

For Department Use

DATE PROJECT APPROVED	AMOUNT APPROVED \$	SIGNATURE
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District Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE
NAME AND TITLE OF CONTACT PERSON	WORK PHONE NUMBER
EMAIL ADDRESS	FAX NUMBER

Project Information

GRANT TYPE – YEAR (CHECK ONE) <input type="checkbox"/> Year 1 Application (30% Match) <input type="checkbox"/> Year 2 Application (50% Match) <input type="checkbox"/> Year 3 Application (70% Match)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE) <input type="checkbox"/> Single District <input type="checkbox"/> Two-District Partnership <input type="checkbox"/> Consortium
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Amendment Financial Data

	STATE FUNDS					MATCH	TOTAL
	A	B	C	D	E	F	G
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Matching Funds	(A+B+C+ D+E+F)
Curriculum							
Instruction							
Differentiated Instruction							
Instructional Climate							
Library Media							
Guidance and Counseling							
Professional Development **							
Governance and Administration							
Facilities and Safety							
Support Services							
Sub-Total							

District Funds							
----------------	--	--	--	--	--	--	--

****Column F Total should be equal to District Row Total****

TOTALS							PROJECT TOTAL \$
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School Comments – Explain reason(s) for Amendment Request



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

SAFE SCHOOLS GRANT PROGRAM – FINAL EXPENDITURE REPORT

DUE MAY 15

For Department Use

DATE PROJECT APPROVED	AMOUNT APPROVED \$	SIGNATURE
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District Information

NAME OF SCHOOL DISTRICT		COUNTY-DISTRICT CODE
NAME AND TITLE OF CONTACT PERSON		WORK PHONE NUMBER
EMAIL ADDRESS		FAX NUMBER

Project Information

GRANT TYPE – YEAR (CHECK ONE) <input type="checkbox"/> Year 1 Application (30% Match) <input type="checkbox"/> Year 2 Application (50% Match) <input type="checkbox"/> Year 3 Application (70% Match)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE) <input type="checkbox"/> Single District <input type="checkbox"/> Two-District Partnership <input type="checkbox"/> Consortium
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Final Budget

	STATE FUNDS					MATCH	TOTAL
	A	B	C	D	E	F	G
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Matching Funds	(A+B+C+ D+E+F)
State/Grant Funds							
District Match							
TOTALS							PROJECT TOTAL \$

Request for Final Payment

TOTAL State/Grant Funds Expended	\$
MINUS Amount Received To-Date	\$ -
Amount DUE District	\$
Amount OVERPAYMENT (to be refunded to DESE)	\$

SIGNATURE OF AUTHORIZED LEA REPRESENTATIVE	DATE
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COMMENTS



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

SAFE SCHOOLS GRANT PROGRAM – PROGRAM EVALUATION NARRATIVE

DUE JUNE 15

Project Information

DISTRICT NAME

COUNTY – DISTRICT CODE

CONTACT PERSON AND TELEPHONE NUMBER

Summary of Program Design

PROJECT TYPE

- ☐ INTERVENTION – providing pull-out services (alternative or management school) that address academic and behavioral skills and strive to return students to regular classrooms

STUDENTS SERVED, BY GRADE LEVEL

Grade	7	8	9	10	11	12
Students						

OTHER (describe)

Participating Students' Benefits

COMPARATIVE DATA *Number of students served should be an unduplicated count.

Student Data Type	Prior Year Data		Current Year Data	
	Total Student Population*	Students in intervention Programs	Total Student Population*	Students in intervention Programs
Attendance Rate (%)				
Number of Violence & Discipline Referrals				
Number of In-School Suspensions				
Number of Out-of-School Suspensions				
Enrollment				

_____ Number of students removed from the regular classroom and placed in an alternative setting for more than two weeks

_____ The number of these students who did NOT return to the regular classroom

_____ The number of students/seniors who entered a GED program

_____ The number of students/seniors who graduated

_____ The number of students/seniors who dropped out

\$_____ Total cost of program (include state and local funding)

COMMENTS:

Program Benefit for School Community

In the table below, report findings from a project survey that was administered to a sample of students, parents, and teachers (at intervention project or management school and sending schools) that addressed the following issues:

1. violent, abusive and chronically disruptive students are effectively served in the Safe Schools program (question asking whether students are getting a good education);
2. the program improves student behavior and achievement so students can function in the regular classroom (question asking if students served are doing better);
3. parents are included in program decisions and are involved in program implementation (question asking if parents are involved); and
4. the program produces a more positive and safe environment for all students (question asking if school is safer).

	Question 1		Question 2		Question 3		Question 4	
	Responses	Averages	Responses	Averages	Responses	Averages	Responses	Averages
Students in Program								
Other Students								
Teachers								
Parents								

Discipline

(check the following as they pertain to the intervention project funded with the Safe Schools grant)

Yes	No	
		The intervention project (alternative school) has a different discipline policy than the regular school
		The policy is written in the student handbook
		Placement in the program requires parent consent
		The program has a social worker on staff

Program Activities

(check the following as they pertain to the intervention project funded with the Safe Schools grant)

COLLABORATIVE EFFORTS

Yes	No	
		Career exploration
		Caring Community project
		Division of Family Services
		In-home visits
		Interagency council, community faith groups
		Juvenile authorities
		Local businesses
		Local law enforcement
		Local mental health
		Other (list)

Yes	No	
		Parent/family counseling
		Parent training sessions
		Practical Parenting Partnerships program
		Psychological counseling services
		Public Safety project/grant
		Red Cross
		School-to-work program
		State Emergency Management Agency
		Telephone contact with parents
		Other (list)

SPECIFIC TOPICS OFFERED

Yes	No	
		Alcohol
		Cocaine
		Drinking and driving
		Gun safety
		Inhalants
		Other (list)

Yes	No	
		Marijuana
		Sexually transmitted diseases
		Steroids
		Suicide
		Tobacco
		Other (list)

TRAINING OFFERED FOR STUDENTS

Yes	No	
		Anger/aggression management
		Character education
		Conflict resolution
		Drug abstinence / prevention
		Peer mediation
		Self-esteem
		Social skills development
		Vocational skills
		Other (list)

TRAINING OFFERED FOR PARENTS

Yes	No	
		Alternative learning styles / strategies
		Communication skills
		Discipline and behavior management
		Missouri Violence Prevention Curriculum
		Personal safety
		Technology
		Other (list)

Success Story

Share a success story or proven practice that resulted from implementation of the grant project. (Attach separate paper if necessary)

Time and Effort Reports

Time and effort reports for out-of-contract time must be maintained locally for personnel receiving extra salaries or stipends supported with grant funds. These reports, which are not required to be submitted, should be available to the Department upon request. Note: Performance of services for additional salary or stipends must occur before or after the contracted hours for the school district (e.g., after all teachers are released for the day/school year, before the time teachers are required to begin the day/school year, or during scheduled vacations).

Example – Out-of-Contract Work

EMPLOYEE INFORMATION

Name:

Date of Work:

Start Time:

End Time:

Purpose of Work: ☐ Tutoring Services ☐ Professional Development ☐ Administrative Duties ☐ Other

Work Description: For tutoring services, list students served. For professional development, list name of workshop or describe training. For administrative work or for other, provide description of services provided.

SALARIES AND WAGES

Program Charged	Hourly Rate	Time Worked	Total Salary Requested

Employee Signature and Date

Supervisor (Person Authorizing Payment) Signature and Date

Example – Workshop Participation

WORKSHOP INFORMATION

Workshop Title and Location:

Presenter Name:

Date:

Start Time:

End Time:

SALARIES AND WAGES

Attendee Name	Title / Position	District (if appropriate)	Hourly Salary Rate	Time / Hours Worked	Total Salary Requested

Authorized Representative Signature: _____



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY

FY07 Safe Schools Grant Program – Tips for Writing the Narrative

Following are the narrative components of the Safe Schools Grant Program application, along with guiding questions that align Year 1 narratives with the scoring criteria and help detail what to address and the information to include.

Assessment of Project Need (20 points possible)

The project needs addressing violent, abusive, or chronically disruptive students are well documented with current local, school, and community-related data.

➤ **Describe the applicant community and the perceived needs for the proposed intervention project**

Describe the educational need for the project and its proposed intervention model. Include relevant student performance information, and discuss of how the proposed project will meet the needs described. Provide information about relevant prior experiences in implementing school-wide projects and how those experiences align with the proposed project.

- Does the narrative provide an overview of the proposed project in terms of the target population, major implementation strategies, and expected outcomes?
 - What district(s) and schools(s) will be involved in the grant? What population(s) will be served by the proposed project?
 - Districts
 - Administrators
 - Students
 - Communities
 - Teachers
- Does the narrative provide district and community demographics that indicate the needs of the applicant(s) and how the applicant(s) likely would benefit from a Safe Schools grant?
 - What existing programs, services and efforts are available or are needed to address the needs of the target population?
 - Community services
 - Environmental factors
 - Law enforcement
 - Other

➤ **Describe and document learner needs of the target population**

Detail the real needs of the target population. Include information related to student academic, career, and personal needs.

- Does the narrative provide real data about the educational needs of students?
 - What evidence and data have been analyzed to indicate an educational need for the proposed project?
 - District performance data
 - Student demographics (e.g., graduation and drop-out rates, truancy rates, discipline referrals, suspensions and expulsions, incidences of violence, etc.)
 - Availability and effectiveness of community-based services
 - Other
 - What needs assessments were used in determining need and project design?
 - Administration / principals: student academic performance and behavior
 - Teachers: curriculum, instruction, technology literacy
 - Students: achievement, technology literacy
 - Parents and community: student academic performance and behavior, existing resources

- Does the narrative describe the ability of applicant(s) to implement a successful intervention model?
 - What experience does the applicant have with school-wide implantation programs?
 - Previous Safe Schools Grant*
 - Project design
 - Renewal program implementation
 - Other

**NOTE: Districts with previous Safe Schools grant or other special programs should describe those projects and explain the need for expansion or additional services to be provided in the new proposal.*

EXAMPLE FOR SCHOOL AND COMMUNITY NEED DATA / DOCUMENTATION:

Data	Two Years Ago	Last year	Current Year	Average
SCHOOL DATA				
Target Grade levels				
Suspensions <10 days				
Suspensions >10 days				
Expulsions				
Fights				
Truancies				
Tardies				
Substance use / abuse				
Juvenile referrals				
Vandalism / graffiti				
Parental abuse/neglect				
Bullying				
Weapons at school				
Other:				
Other:				
COMMUNITY DATA				
Juvenile arrests				
Gang presence (Y/N)				
Adequate police force				
Adequate mental health				
Other:				
Other:				

Student Identification and Selection Criteria (10 points possible)

The planned method for identifying and selecting students is a consistent and comprehensive means for serving violent, abusive, or chronically disruptive students in the project.

NOTE: Applicants with previously-funded first-year grants must explain the modifications to the previous program. Modifications should be SIGNIFICANT. Description of the changes should be comprehensive and explain which components of the previous program will be maintained and which components will be altered or expanded. As previously mentioned, a change in the grade level addressed should be accompanied by appropriate changes to the other elements of the program. This section should address which budget items are included in the grant and make clear that the district is not supplanting.

➤ **Describe the policies under which students will be identified and assigned placement in the project**

Describe the written policies that will be used to identify and serve the target population and guide implementation and evaluation of the project.

- Does the narrative describe policies that specifically define the circumstances under which student will be selected? Is identification based on documented patterns of behavior rather than a single occurrence and stress service for students who are violent, abusive, or chronically disruptive students in the project?
 - Who makes identification determination? When? How?
 - What targeted behaviors are examined for identification?

EXAMPLE FOR STUDENT IDENTIFICATION AND SELECTION CRITERIA:

Behavior	Not a problem	Moderate Problem	Serious Problem	Very Serious
Assaults				
Thefts / Vandalism				
Use of alcohol or drugs				
Harassment / bullying				
Suspensions				
Expulsion				
Fights				
Anger outbursts				
Verbal abuse				
Poor grades				
Behind grade level				
Reading ability				
Weapons in school				
Defiance of rules				
Gang-related behavior				
Obscene language				
Chronic lying				
Other:				
Other:				

Summary of Project Design (20 points possible)

The project design is a well-planned, viable project that builds onto or expands existing services. The design is a comprehensive and appropriate way to address the established needs of students, parents, school(s), and /or the community.

➤ **Describe the implementation plan for serving students in the intervention project**

Describe in detail the plans for implementing the proposed project. Include major learner, dissemination, and overall evaluation activities. The narrative should describe how the activities and timeline for implementing the proposed project comply with and carry out the purposes of the Safe Schools Grant Program.

- Does the application include an action plan that details what will occur, how, and when?
 - Details first-year activities and describes activities for remaining years of the project
 - Includes a timeframe for the activities
 - Identifies the person(s) responsible for completing the activities
- Do major activities and timeline of the proposed indicate a comprehensive project that likely will result in meeting desired goals and objectives?
 - In what major activities will the target population participate? How?
 - Learners are clearly identified
 - Activities are realistic and consistent with a student-centered instructional model
 - Activities incorporate the Show-Me Standards
 - Activities include collaboration with other service providers
 - Activities relate to the stated objectives
 - Activities and outcomes are achievable within the timeframe
 - Does narrative detail who provides services and the credentials of the service providers?
 - School-based teachers and other service providers
 - Others
 - Is placement in and out of intervention project fully described?
 - Minimum length of time in the intervention project or alternative school
 - Days – half or full time
 - Terms or semesters
 - Where project services are provided
 - Separate areas for students in project
 - Separate areas for junior or senior high school students

- Does the narrative indicate who has been involved in the planning of the grant project design and application process and what role they will assume during implementation of the project?
 - Teachers
 - Students
 - Administrators
 - Counselors / social workers
 - Parents
 - Business community members
 - Service agency members
 - Other:

- Does the implementation plan address academic, career, and personal needs of students and their families?
 - Which of following services are addressed in the plan? (See sample format below)
 - Basic skills instruction
 - Tutoring and mentoring
 - Individualized instruction
 - Authentic assessment
 - Conflict resolution
 - Anger/aggression training
 - Assessment of student needs, including learning styles
 - Coordination of academic instruction, vocational instruction, and personal counseling
 - Staff training in issues dealing with behavior
 - Career Awareness
 - Full- or part-time attendance, extended-day services
 - Authentic assessment measures
 - Drug/alcohol prevention skills
 - Transportation arrangements
 - Community resource usage

- Does the project narrative address how and when students transition back to regular school classrooms and the type of ongoing support available to students/staff?
 - What types of transition are addressed?
 - Part-time attendance
 - Gradual re-entry
 - Weekly meetings
 - Student advocate/support team
 - Recovery or transition room at sending schools
 - Classrooms with specially qualified teachers
 - Does the project incorporate recognized programs, such as the following?
 - CHARACTER*plus*
 - Peer Mediation
 - Quest
 - Other
 - Fight-free Schools
 - Peace-Able Place
 - TRIBE

- How will the project promote parent involvement?
 - Does the plan emphasize parental involvement in all phases of the program?
 - Is parental consent required for placement in the intervention project?
 - Does it describe efforts to link parental involvement to existing Practical Parenting Partnership grants, home communication efforts or locally supported efforts at parent education or family counseling?

➤ **Explain how implementation of the intervention project will continue and/or expand after the grant period ends.**

- Does the budget explanation provide a clear description of what activities must occur for the project to continue after the grant ends and what financial support is available to cover maintenance and ongoing expenses?

EXAMPLE FORMAT FOR PROJECT DESIGN / SERVICES

Services	Specialized for:			Currently Available to All:		
	Staff	Students	Parents	Staff	Students	Parents
Staff training on classroom management						
Conflict resolution or peer mediation						
Counseling with licensed psychiatrist or doctor						

Recovery or time-out room including anger management						
In-school suspension						
Full or half day alternative school						
Classroom transition support						
Mentoring						
Community service						
Career exploration						
Character education						
Home visit						
Other:						

NOTE: Tailor one or two tables to meet your design. Consider formatting the table to indicate services by location (e.g., whether in-school or school-based or not) or by type of service (e.g., during identification, intervention, and transition processes).

EXAMPLE FORMAT FOR STUDENT-SPECIFIC SERVICES:

Intervention Service or Strategy	Two Years Ago	Last year	Current Year	Planned for Project
Reading assessment				
Learning style assessment				
Basic skills				
Individualized instruction				
Full-time attendance				
Part-time attendance				
Extended day				
Credit recovery				
Technology-based curriculum, instruction, assessment				
Career counseling				
Character education				
Drug counseling				
Other:				

Collaborative Efforts (10 points possible)

The project has a comprehensive plan for community involvement and coordination with other projects designed to address student needs.

➤ **Describe the implementation strategies for working with local, state, and or national agencies to benefit the applicant district(s) and students**

Describe the policies and procedures to assure that everyone is working together to help ensure the project meets goals and objectives.

- Does the application address community/business involvement or coordination with other agencies?
 - Does the plan specifically discuss involvement with any of the following?
 - Division of Family Services
 - Department of Public Safety
 - Local law enforcement
 - State or local mental health agencies
 - Other

EXAMPLE FORMAT FOR COLLABORATIVE EFFORTS

Policy, Procedure, or Strategy	Currently Available	Planned for Project
Share space / time with juvenile officers		
School-base social worker		
Caring Communities project		
Job-shadowing activities		

Other:		
--------	--	--

Evaluation Plan (20 points possible)

The evaluation plan uses appropriate assessment measures that provide objective data about the success of the project. The evaluation plan describes objectives that measure anticipated changes in student behavior.

Provide an evaluation plan that details regular and systemic formative measures to assess strengths and weaknesses of the program implementation and use of summative measures to assess learner performance outcomes.

The evaluation plan establishes and defines benchmarks to assess progress, effectiveness of the project, and reduction in district need.

- Does the evaluation plan make use of appropriate and multiple tools to measure project outcomes?
 - Multiple forms of assessment
 - Formative assessment (ongoing program improvement)
 - Surveys, observations, meetings to discuss implementation and progress, local assessments
 - Summative assessment (final project review)
 - MAP scores, local testing, performance assessments
 - Quantitative measures
 - Number students served, returned to classrooms, graduated; average daily attendance; referrals to administrators for defined violent, abusive, or chronically disruptive behaviors
 - Qualitative measures
 - Does the evaluation examine data related to all learners (target population)?
 - Teachers, students, others
 - Academic achievement / performance
 - Career skills, such as technology literacy
 - Personal behaviors, including attendance, graduation, and/or discipline referral rates
 - Does the evaluation plan indicate how proposed project will be evaluated after the grant period ends?
- **Describe the overall goal(s) and specific objectives of the proposed project**
- What is the overall goal of the proposed project and what are the major objectives (for Year 1, Year 2, and Year 3, as appropriate) that, when met, will lead to successful outcomes?
 - Are the objectives measurable, attainable, realistic, and likely to result in successful outcomes?
 - Do they relate to the goal(s)?
 - Are they clear, concise, and measurable?
 - Who
 - Does
 - what
 - well
 - When
 - How measured
 - How

Budget Explanation (10 points possible)

The budgeted items, salaries or services directly relate to the needs, proposed project, and target population. The proposed project is based on a desire for instructional improvement rather than an “opportunistic” approach to securing materials, equipment, or personnel.

- **Itemize and describe proposed expenditures**

Describe expenditures required for effective implement the intervention project. Detail in full the expenditures for Year 1 and describe ongoing expenditures for the remaining years of the proposed grant. Details on salary (per month), itemized materials and supplies, and brand names of software and equipment will lend support to the budget request.

- Does the budget explanation describe and detail necessary costs?
 - Is the budget is clear and concise?
 - Does it give detailed description of the types and costs for each budget item (for all years of grant funding)?
 - Does the explanation specify hardware, software, online resources, and staff development resources?
- **Provide a budget that is cost-effective, reasonable, and based on the expected outcomes of the target population**
 - Is the proposed budget commensurate with the project's size, scope, student population, and stated goals, objectives, and purposes?
 - Does the budget contain any expenditure that does not support the stated need, goals and objectives, and the activities of the proposed project?
 - Does the budget narrative describe and detail other program resources (such as personnel, professional development, materials, equipment, funds, etc.) available that will be used to supplement, complement, enhance, or expand the proposed project?
 - Does the budget explain what activities must occur for the project to continue after the grant ends and what financial support is available to cover maintenance and ongoing expenses?

EXAMPLE FORMAT FOR BUDGET EXPLANATION

Budget Codes and Planned Expenditures	State Request	Match Funds	Total Funds
6100 Salaries			
Teacher salaries (____ teachers @ \$____)			
Stipends for teachers.... (____ teachers x 30 hours @ \$____/hour)			
Other:			
TOTAL SALARIES			
6200 Benefits			
Benefits on salaries and stipends (6100 dollar amount applicable x benefit rate)			
TOTAL BENEFITS			
6300 Purchased Services			
Training / Registration fees (\$____ @ \$____)			
Lease/rental (description of what and amount)			
Other:			
TOTAL PURCHASED SERVICES			
6300 Material and Supplies			
Software: (name) (number @ \$____)			
Printer (____ @ \$____)			
Other:			
Other:			
Other:			
TOTAL MATERIALS AND SUPPLIES			
6500 Capital Outlay			
Teacher computer(s) (____ @ \$____)			
Student workstations (____ @ \$____)			

Other:			
TOTAL CAPITAL OUTLAY			
PROJECT TOTAL			

NOTE: This example pertains to format only. Actual expenditures will vary by project design and scope.

Overall Plan (10 points possible)

The proposed project is likely to result in educational improvement in the classroom, school, or district. The project is likely to change student behaviors so students can function in the regular classroom or graduate from an alternative school.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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GRANT WRITING BASICS: Concepts, Methods, and Activities

Concepts

While each funding source has its own application forms and procedures, commonly applications ask for the following information:

Executive Summary / Introduction – clear, concise description of the project's goals, target population, implementers, major activities and purchases

Problem Statement – description of a need or a condition that needs to be changed / improved, the problem to be solved

Goals and Objectives – details the expected outcomes of the project

Behavioral objective – human action

Example: 75% of students will learn quadratic equations

Performance objective – specific time within which behavior will occur, at an expected proficiency level

Example: 75% of students will learn quadratic equations by the end of the school year as indicated by scoring "proficient" on the STB exam administered in May

Process objective – the manner in which something occurs is an end in itself

Example: 90% of parents will attend four child development meetings

Product objective – tangible item results

Example: teachers will produce four lesson plans that incorporate computer software and/or online resources

Methods and Activities – describes (paints a picture of) the solution to the need, provides a timetable of the activities that will accomplish the goals and objectives, indicates who will do what, when, and why

Staffing / Organization – indicates who will implement, supervise, and evaluate the program and their expertise and capacity to carry out the proposal

Evaluation – describes how the project and objectives will be measured

- formative assessment – analyzes the process
- summative assessment – measures the product/outcomes

Dissemination – plans for distributing or publishing information about the project so others can adopt or adapt the project

Budget – details (justifies) costs that are relevant and necessary to implement the project (i.e., salaries, benefits, contracted / purchased services, materials and supplies, equipment lease, or rental purchase)

Grant-Writing Basics: Concepts, Methods, and Activities

Methods

Steps for writing a grant proposal:

Identify a need or opportunity – document the need (conduct a needs assessment, gather statistics, examine test scores, talk with others); investigate ideas and opportunities (conferences, workshops, professors, literature, etc.)

Outline a proposed solution – identify the target population, implementers, goals and objectives, methods and activities

Develop a grant-writing team – gather a team of individuals who are or could be interested in the program; involve those who will implement, supervise, and evaluate the project; divvy up the grant-writing process; assign specific tasks

Research potential funding sources – identify 5-6 sources that fit best, then call to ask questions about informal rules, evaluation criteria, preferred writing styles and packaging; get copies of approved grants; talk to the grant recipients and implementers

Study the application guidelines – obtain the guidelines, application forms, any other information about the application procedures; **read and follow the guidelines**

Construct a timeline – begin writing the sections of the proposal; write in “plain” English; be specific and optimistic; avoid jargon or overly technical terms; define acronyms; keep things clear.

Write a rough draft of the proposal – identify the need, state the goal, detail the objectives, list the activities, and construct a budget; tie the need to the objectives, activities, budget

Review the final draft – have the proposal edited for content and clarity, and have it edited for grammar, spelling, punctuation, etc.

Write and review the budget – detailed budget is preferred over a general one; prepare a budget anyone can understand; include matching funds and in-kind donations; address future funding (know whether funding entity wants a “bare bones” or all “ideal” costs detailed – does the funding entity typically trim the budget before approval?)

Follow the rules – complete all sections of the form and the assurances/signature page; meet the deadline (make sure you fully understand the deadline); mail necessary number of copies

Follow up – understand that many do not receive funding the first time; ask for reader comments; revise the proposal; **try and try again**

Grant-Writing Basics: Concepts, Methods, and Activities

Activities

Need Statement: Describe and document a [educational] problem you want to solve

Is there a discrepancy between existing condition and “what should be”? What might be possible causes? What might solve the problem?

Goals and Objectives: Turn your need statement into a specific goal and measurable outcomes

What do I want my learners to be able to do? (who does what, how well, when, as measured by)

Methods and Activities: Provide a visual picture of what you will do... differently

What are the procedures that must be taken? What is my projected timeline?

Evaluation: Describe the measures you will take to determine whether goals are met

How can I determine the effectiveness of the process and whether the predicted outcomes occurred?

Staffing / Key Personnel: Describe all the staff involved in the project and their qualifications

Who else needs to be involved? What experience and expertise do they bring with them?

Budget Explanation: Describe how the expenses support your project

What are the necessary costs to implement my project successfully?